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AUTHOR	Guthrie, P. D.
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ABSTRACT

An annotated bibliography of instruments designed to assess attitudes, behaviors, practices, knowledge, and correlations in the area of drugs (other than nicotine and alcohol) are described. Some of the instruments described are for use with general populations of students or adults and others are appropriate only for use with drug addicted or drug-dependent respondents. The annotations provide data on (1) the purpose of the tests; (2) groups for which they are intended; (3) test subdivisions or tested skills, behaviors, or competencies; (4) administration; (5) scoring; (6) interpretation; and (7) standardization. The technical data accompanying each annotation includes only the kinds of norms available and the types of studies performed. (Author)

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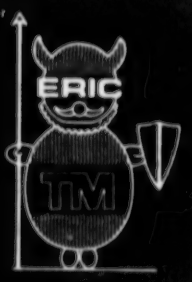

Measures Pertaining to Health Education: II. Drugs An Annotated Bibliography

TM 002 078

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, & EVALUATION ■ EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY 08540
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MEASURES PERTAINING TO HEALTH EDUCATION

II. DRUGS

An Annotated Bibliography

Prepared by

P. D. Guthrie

Information Analyst

ERIC Clearinghouse on Tests, Measurement, and Evaluation

PREVIOUS TITLES IN THIS SERIES

1. Developing Criterion-Referenced Tests
   ED 041 052

2. Test Bias: A Bibliography
   ED 051 312

3. Ability Grouping: Status, Impact, and Alternatives
   ED 052 260

4. Developing Performance Tests for Classroom Evaluation
   ED 052 259

5. Tests of Basic Learning for Adults: An Annotated Bibliography
   ED 058 274

6. State Educational Assessment Programs: An Overview
   ED 058 309

7. Criterion Referenced Measurement: A Bibliography
   ED 060 041

8. Measures Pertaining to Health Education: I. Smoking
   ED 060 042

11. 1971 AERA Conference Summary
    I. Evaluation: The State of the Art
    ED 060 043

12. 1971 AERA Conference Summary
    II. Criterion Referenced Measurement
    ED 060 134

13. 1971 AERA Conference Summary
    III. Educational Statistics
    ED 060 133

14. 1971 AERA Conference Summary
    IV. Test Development, Interpretation, and Use
    ED 060 135

15. 1971 AERA Conference Summary
    V. Innovations in Measurement
    ED 060 044

INTRODUCTION

This series of three annotated bibliographies deals with measures pertaining to tobacco smoking, drugs, and alcohol. Instruments designed to assess attitudes, behaviors, practices, knowledge, and correlations will be described. This second paper reports on instruments primarily concerned with drugs other than nicotine or alcohol. Some of the instruments described are for use with general populations of students or adults; others are appropriate only for use with drug addicted or drug dependent respondents. General health tests, many of which have a limited number of items on drugs; tests of the physiologic actions of drugs; tests of the subjective effects of drugs (mood scales and the like); and standard personality measures, many of which have general or specific scales of relevance to the study of drug-users, have not been included.

The instruments described were found through a search of *Research in Education*, *Current Index to Journals in Education*, and *Dissertation Abstracts International*; of the documents held by the Test Collection of Educational Testing Service and the libraries of Rutgers-The State University of New Jersey; and by personal correspondence with authors.

The classification table following this introduction lists the tests alphabetically by test title, indicates the age/grade ranges for which each is considered suitable, reports the types of assessments included, and gives the page on which each annotation appears.

The main descriptive section then conforms to normal bibliographic practice in listing the tests alphabetically by first author, followed by the test title, the source from which the instrument may be obtained, and the copyright date (indicated by a small c) or publication date (indicated by a small p). The absence of a copyright date is not intended to suggest that the instrument is uncopyrighted.

The annotation provides information concerning the purpose of the tests; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. Number references in parentheses in the text are keyed to the reference list which follows the bibliography.

Certain terminology and ground rules used in preparing the bibliography are explained below.

A. Test Title

Sometimes an instrument does not appear to have an "official" identifying label. In such cases, an appropriate name has been provided.

B. Age/Grade Range

The range should be considered as a guide only. Listed here is the age/grade range for which the measure is intended (as stated by the author), or the range from which data was obtained. The age/grade ranges listed may well be arbitrary and should not necessarily be viewed as ultimate limits.

C. Forms

If forms are not mentioned in an annotation, only one form of the test is available.

D. Timing

An instrument may be described as "timed," "untimed," or "paced." The latter means that the examiner reads the instructions and items to the examinee. When available, the approximate time required for administration is indicated.

E. Scoring

Unless otherwise indicated, scores are derived directly from the responses of the subject, usually by a summative process. The great majority of the tests are hand scored; any variations are noted.

F. Technical Data

In this area, only the kinds of norms available and the types of studies performed are reported. The content, results, and quality of the studies made are not indicated. If a reader finds a test of interest, he should examine the technical report in detail to determine whether that particular test is appropriate for his purpose.

Reliability studies show whether an instrument gives consistent results. Intra-scorer or intra-examiner reliability is the correlation between the results obtained when a single examiner scores the same set of tests more than once. Inter-scorer or inter-examiner reliability is the correlation between the results obtained when different examiners score the same set of tests. Odd-even, split-half, Kuder-Richardson 20, Kuder-Richardson 21, and Spearman-Brown correlations are all measures of internal consistency. A test-retest study indicates that the same form of the same test has been administered to the same group of examinees at two different times and the results correlated. When parallel forms of the same test have been given to a group of examinees and the results correlated, the correlation is called parallel form or inter-form reliability.

Validity studies indicate whether an instrument measures the skills, abilities, competencies, or traits which it purports to measure. One type of validity is concerned with the appropriateness of the test items for such measurement, according to some definition; for example, a statement of instructional objectives, the psychological definition of a concept, etc. Such validity is called content or construct validity. Another type of validity is determined by the correlation between the scores on an instrument and some other external measure of the same quality or attribute. For example, in a concurrent validity study the results of two measures taken on the same group of examinees at approximately the same time are correlated; in a predictive validity study the scores from a given test are correlated with those of a different measure taken at a later date.

CLASSIFICATION TABLE

Symbols used are as follows:

1	=	Junior High School Students
2	=	High School Students
3	=	College Students
4	=	Adults
A	=	Attitudes, Opinions
B	=	Behaviors, Practices, Use History
C	=	Correlates, Demographic Data, Personal Data
K	=	Knowledge

Instrument	Range	Assesses	Page
Addict Identification Word Association Measure	3-4	A K	23
AP Scale	3-4	A B C	27
Attitudes of Youth Workers Toward Drug Abuse Questionnaire	4	A C K	37
Behavior Change Interview	4	A B C	15
Blum College Drug Use Interview Schedule	3	A B C	8
Blum High School Drug Use Questionnaire	2	A B C K	8
Brooklyn College 1965 Drug Survey Questionnaire	3	A B C	30
Brotman-Freedman Drug Dependence and Life Style Adaptation Questionnaire	4	A B C	11
California Drug Abuse Education Questionnaire	1-2	A B C K	38
California Drug Information Test	1-2	A K	22
Carnegie-Mellon Fall Drug Survey Questionnaire	3	A B C	17
Carnegie-Mellon Spring Freshman Follow-up Drug Survey Questionnaire	3	A B C	17
Carnegie-Mellon Third Assessment of the Class of 1972 Drug Survey Questionnaire	3	A B C	18
Chein Attitude and Information Test	1-2	A B C K	12
Chein Attitude Survey and Drug Opinionnaire	1-2	A B C K	12
Community Research Hippie/Non-Hippie Interview Schedule	2-4	A B C	20
Contra Costa Psychotherapeutic Drug Use Questionnaire	3-4	A B C K	23
Contra Costa Social Attitudes Questionnaire	3-4	A C	24
Dade Drug Abuse Education Test	1	K	13
Denver-Boulder College Drug Use Questionnaire	3	A B C	27
Dope Use Questionnaire	1-4	A B	22
Drug Abuse Interview Form	4	A B C	20
Drug Abuse Questionnaire, Form CR-2	1-4	A B C K	27
Drug ABUSE Scale	3-4	A C K	34
Drug Attitudes and Backgrounds of University Students and Educators Scale	3-4	A C K	34
Drug Education Activities Scale	3-4	B	35
Drug Education Evaluation Scales, High School Form	2	A B C K	35
Drug Information Inventory	3	K	36
Drug Information Quiz	2-3	A B K	12
Drug I. Q. Test	1-4	K	12
Drug Knowledge Inventory	1-4	K	26

Instrument	Range	Assesses	Page
Drug Survey Instrument	1-2	A B C	16
Drug-Use Questionnaire	3	A B	19
Edison Social Issues Survey	3	A B C K	14
Great Falls Drug Knowledge Test	1-2	K	26
Hill-Monroe Acceptability for Psychotherapy Scale for Narcotic Addicts	3-4	A B C	27
Illegal and/or Dangerous Drug Survey	3	A B C	31
Information Test on Drugs and Drug Abuse	2-4	K	21
Information Test on Stimulants and Depressants	2-4	K	21
Inter-University Drug Survey Council 1968 Questionnaire	3	A B C	30
Interview Schedule for Young Black Men	4	A B C	32
King Drug-Use Questionnaire	3	A B	21
Long Beach Drug Use Questionnaire	3	A B C	34
Los Angeles Drug Knowledge Test	1	K	23
Michigan High School Student Drug Attitudes and Behavior Questionnaire	2	A B C	8
Minneapolis Drug Questionnaire Form A	1-2	A B C K	16
Minnesota Nonmedical Drug Use Questionnaire	3	A B C	20
Montgomery Drug Attitude Inventory	2	A	28
Montgomery Knowledge of Drugs Test	2	K	29
Mood-Altering Substances: A Behavior Inventory	2-3	B K	31
Nalline Test Questionnaire	2-4	A B C	19
Narcotics Center Questionnaire, 1968	1-3	A B C K	25
Narcotics Center Questionnaire, Spring 1969	1-3	A B C K	25
National Health Test, Part III	1-4	A K	13
New York Community Environment Study Questionnaire	1-4	A B C K	17
Oklahoma Stimulants and Depressants Test	2	K	29
Opinionnaire to Determine Administrative and Counseling Staff Perception and Attitude toward Drug Use and Abuse in Nebraska Junior Colleges	4	A	7
Paulson Survey on Drugs	3	A B C K	30
Personal Inventory	4	A B C	28
Psychedelic Experience and Religious Belief Questionnaire	2-4	A	14
Purdue Drugs and Narcotics Questionnaire	2	A C	15
Risk-Taking Attitude Questionnaire	1-4	A B C	11
Roffman-Sapol Marijuana Use Questionnaire	4	B C	32
Sacramento State College Drug Survey	3	B C	29
San Francisco Psychotherapeutic Drug Use Questionnaire	3-4	A B C K	24
San Francisco Social Attitudes Questionnaire	3-4	A C	24
San Mateo Drug Survey Form (1970)	1-2	B C	33
Schiff Self-Theory Q Sort for Drug Addicts	2-4	A C	33
Social Attitude Questionnaire	2	A B C	35
Southern Illinois University Study "E" Questionnaire	3	A B C	7
State University of New York at Buffalo Personal and Confidential Survey	3	B C	25
Student Practices and Attitudes with Respect to Marijuana and LSD Questionnaire	3	A B	15
Survey of Drug Use Patterns among Known Users	1-4	A B C K	34

Instrument	Range	Assesses	Page
Texas Drug Use Questionnaire	1-2	A B C	36
University of Maryland Marijuana Use Questionnaire, 1969	3	A B C	26
University of Michigan Drug Education Questionnaire	3	A B C	16
Utah Drop-Out Drug Use Questionnaire	2-3	A B C K	18
Utah Drug Use Questionnaire	1-2	A B C	18
Vincent Attitude Scale Toward Smoking Marijuana	1-2	A	36
Washington Heights Rehabilitation Center Assessment of Family Questionnaire	2-4	A B C	9
Washington Heights Rehabilitation Center Final Assessment of Patients Questionnaire	2-4	A B C	10
Washington Heights Rehabilitation Center Follow-up Questionnaire	2-4	A B C	10
Washington Heights Rehabilitation Center Initial Assessment of Patients Questionnaire	2-4	A B C	9
Washington Heights Rehabilitation Center Intake Questionnaire	2-4	A B C	9
Washington Heights Rehabilitation Center Monthly Assessment of Patients Questionnaire	2-4	A B C	10
Weiner Drug Use and Information Questionnaire	1-2	A B C K	37
Wesleyan University Student Questionnaire	3	A B C	19
What Do You Know about Drugs?	2	A K	7
Yale Drug Use and College Experience Questionnaire, Spring 1968	3	A B C	14
Youth ATD Survey	1-2	A	32

ERIC Document Reproduction Service (EDRS)

Instruments or documents stated as being available from EDRS can be ordered from:

ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Maryland 20014

The prices quoted below, which apply at this time, are subject to change. It is always advisable, therefore, to check the most recent issue of Research in Education for current pricing information.

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Drug-Abuse Research Instruments Inventory

This archive is a general depository for a great variety of drug measures. A number of instruments described in this bibliography, as indicated in their annotations, may be ordered from this depository. The address is as follows:

Drug-Abuse Research Instrument Inventory
Ernest W. Ferneau, Jr., Custodian
BCH Psychiatry Service
Mattapan Chronic Disease Hospital
249 River Street
Mattapan, Massachusetts 02126.

MEASURES PERTAINING TO HEALTH EDUCATION: DRUGS

Althoff, M. E., & Tyler, T. A. *Southern Illinois University Study "E" Questionnaire.*

From: Document number 402, Drug-Abuse Research Instrument Inventory, See address p. 6 (p1970).

Assesses drug use practices and attitudes toward drugs in college students. The 70 multiple choice items are concerned with personal and demographic data; and drug use practices, use history, drug effects, reasons for use/non-use, future use, attitudes toward the drug or drug type, and drug legislation with respect to each of the following: marijuana, hallucinogens, stimulants, depressants, and opiates. The instrument is untimed and self administering. No technical data was available for review.

Bailey, G. D. *Opinionnaire to Determine Administrative and Counseling Staff Perception and Attitude Toward Drug Use and Abuse in Nebraska Junior Colleges.*

A copy of the instrument may be examined in: Bailey, G. D. *Perceptions and attitudes of administrative and counseling staffs toward drug use and abuse in Nebraska Junior Colleges.* 1971, 41 p. (ED 050 708; MF and HC available from EDRS).

Assesses perceptions of and attitudes toward drug use in college staff members. Although many of the items are stated in terms of the Nebraska Junior Colleges, the instrument could be readily adapted for use with other college faculties or staffs. The *Opinionnaire* has 28 items, 25 five-point rating scales and three free response items, dealing with perceptions of drug use and abuse, abuse prevention, attitudes toward drugs, perceptions of users, reasons for use, and drug education. The instrument is untimed and self administering. About ten minutes are required to complete the questionnaire. Item response data and findings for a sample of Nebraska Junior College administrators and counsellors are reported. No other technical data is available.

Baltimore County Board of Education. *What Do You Know About Drugs?*

A copy of the instrument may be examined in: Baltimore County Board of Education & Others. *Selected drug education curricula. A series.* 1970, 822 p. (ED 044 736; MF available from EDRS).

Assesses knowledge of and attitudes toward drugs in high school students. The instrument has 34 knowledge items (true/false or multiple choice) and 12 attitude/opinion items (yes/no or multiple choice). Questions deal with marijuana, amphetamines, barbituates, volatile chemicals, LSD, heroin, and drugs in general. The test is untimed and self administering. No technical data was available for review.

Blum, R. H., & Others. *Blum College Drug Use Interview Schedule.*

From: Richard H. Blum, Institute for Public Policy Analysis, Stanford University, Stanford, California 94305 (p1966).

Assesses drug use practices in college students. The 215 items (multiple choice or open-ended) are concerned with demographic variables, social and psychological correlates of drug use, attitudes, functions of drug use, parental attitudes and drug use habits, and drug use profiles in the areas of tobacco, alcohol, amphetamines, sedatives, tranquilizers, marijuana, hallucinogens, narcotics, special substances used for kicks (glue, gasoline, etc.), and other common drugs (aspirin, coffee, cola, etc.). The instrument provides scores for drug use intensity, family-homogeneity, student-to-parent-opposition, and outsider-insider involvement with groups. The measure is untimed and individually administered as a structured interview, taking approximately one hour. Some experience in interviewing is needed. Selected item response data and detailed findings for student samples from five colleges are reported (2). Test-retest (different interviewers) reliabilities and validity checks are presented. No other technical data was available for review.

Blum, R. H. & Others. *Blum High School Drug Use Questionnaire.*

From: Richard H. Blum, Institute for Public Policy Analysis, Stanford University, Stanford, California 94305 (p1966).

Assesses drug use practices, attitudes toward drugs, and knowledge of drugs in high school students. The 55 items (multiple choice or open-ended) are divided into major sections on tobacco, alcohol, marijuana, LSD, other drugs, and background information. Questions on parental drug use and encounters with drug users are included. The *Questionnaire* is untimed, group administered, and may be given by a classroom teacher. Selected item response data and findings for a sample of 5,480 San Francisco Bay Area students are reported (2). No other technical data was available for review.

Bogg, R. A., & Others. *Michigan High School Student Drug Attitudes and Behavior Questionnaire.*

A copy of the instrument may be examined in: Special House Committee on Narcotics, Michigan House of Representatives. *Drug dependence in Michigan including a study of attitudes and actions of the young people of Michigan.* 1969, 167 p. (ED 059 279; MF and HC available from EDRS).

Assesses drug use practices and attitudes toward drugs in high school students. The 59 items (multiple choice or completion), some with several parts, pertain to aspirations for the future, general attitudes and opinions, biographic and demographic data, family background and relationships, alcohol drinking behaviors, sources of drug information, attitudes toward drugs, marijuana smoking behaviors, and use of 43 different drugs, including some non-existent drugs which may be utilized as a validity check. The *Questionnaire* is untimed, group administered, and may be given by the classroom teacher. Selected item response data and detailed findings for samples of Michigan high school seniors are reported. No other technical data was available.

Brill, L., & Lieberman, L. *Washington Heights Rehabilitation Center Intake Questionnaire.*

From: Leon Brill, Department of Psychiatry, Albert Einstein College of Medicine of Yeshiva University, 1300 Morris Park Avenue, Bronx, New York 10461 (c1969).

Assesses drug use practices in juvenile and adult addicts. The 88 items (free response, completion, yes/no, or multiple choice), some with more than one part, concern personal data, education, family background and relationships, jobs and work, marital background and relationships, sex life, leisure time activities, friends, drug use history and practices, drinking practices, drug use problems, arrests, and criminality. The *Questionnaire* uses the Hollingshead Index of Social Position and has indices of heroin use, criminal involvement, work, and social conventionality. The instrument is untimed and individually administered as a structured interview. Experience is needed. Index and selected item response data and findings for a sample of New York City addicts are reported (3). Some evidence of validity is presented. No other technical data was available for review.

Brill, L., & Lieberman, L. *Washington Heights Rehabilitation Center Initial Assessment of Patients Questionnaire.*

From: Leon Brill, Department of Psychiatry, Albert Einstein College of Medicine of Yeshiva University, 1300 Morris Park Avenue, Bronx, New York 10461 (c1969).

Assesses the need for help in juvenile and adult addicts. The 40 items (rating scale or free response) deal with the competence and need for help in the areas of drug use, anti-social behavior, work, family, general interpersonal relationships, leisure activities, and physical health; the relationship of the addict with the Center worker; and the need for the employment of coercive and reaching-out techniques. The *Questionnaire* is untimed and completed by the worker on the basis of initial observations, impressions, and interviewing (3). Experience is needed. No technical data was available for review.

Brill, L., & Lieberman, L. *Washington Heights Rehabilitation Center Assessment of Family Questionnaire.*

From: Leon Brill, Department of Psychiatry, Albert Einstein College of Medicine of Yeshiva University, 1300 Morris Park Avenue, Bronx, New York 10461 (c1969).

Evaluates the family of an addict patient. The *Questionnaire* has 14 parts, each with several items (completion, free response, or items containing a rating scale). The items concern the family members evaluated, physical characteristics of the household, economic situation, health conditions and practices, use of community resources, leisure activities, marital relationships, behavioral and adjustment problems, client relationships within the family, family help in maintaining the client as a drug user, family goals for the patient, and the relationship of the family to the Center worker. The *Questionnaire* is untimed and based on observations and interviews (3). Experience is needed. No technical data was available for review.

Brill, L., & Lieberman. L. *Washington Heights Rehabilitation Center Follow-up Questionnaire.*

From: Leon Brill, Department of Psychiatry, Albert Einstein College of Medicine of Yeshiva University, 1300 Morris Park Avenue, Bronx, New York 10461 (c1969).

Assesses drug use practices during the treatment period in juvenile and adult addicts. The 58 items (free response, completion, yes/no, or multiple choice), some with more than one part, concern personal data, education undertaken, jobs and work, marital relationships, sex life, friends, family relationships, family drug use, leisure activities, drug use practices, drug use problems, drinking practives, arrests, and criminality. The instrument has indices of heroin use, criminal involvement, work, and social conventionality. In combination with the *Intake Questionnaire* it has scales of heroin use movement, criminal involvement movement, conventionality movement, work movement, and combined movement. The instrument is untimed and individually administered as a structured interview. Experience is needed. Data for the five movement indices for samples of New York City addicts are reported (3). Some evidence of validity is presented. No other technical data was available for review.

Brill, L., & Leiberman, L. *Washington Heights Rehabilitation Center Monthly Assessment of Patients Questionnaire.*

From: Leon Brill, Department of Psychiatry, Albert Einstein College of Medicine of Yeshiva University, 1300 Morris Park Avenue, Bronx, New York 10461 (c1969).

Assesses the status of juvenile and adult addict patients. The 64 item (rating scale or free response) deal with the progress/deterioration, need for help, and change in competence in the areas of drug use, anti-social behavior, work, family, general interpersonal relationships, leisure activities, and physical health; the relationship of the addict with the Center worker; and the use of coercive and reaching-out techniques. The *Questionnaire* is untimed and completed by the worker on the basis of individual observations and interviewing (3). Experience is needed. No technical data was available for review.

Brill, L., & Lieberman, L. *Washington Heights Rehabilitation Center Final Assessment of Patients Questionnaire.*

From: Leon Brill, Department of Psychiatry, Albert Einstein College of Medicine of Yeshiva University, 1300 Morris Park Avenue, Bronx, New York 10461 (c1969).

Assesses the progress of juvenile and adult addict patients. The 50 items (rating scale of free response) pertain to progress/deterioration and need for help in the areas of drug use, anti-social behavior, work, family, general interpersonal relationships, leisure activities, and physical health; the relationship of the addict with the Center worker; and the use of coercive, reaching-out, and joint management techniques during the program. The *Questionnaire* is untimed and based on individual observations and interviewing (3). Experience is needed. No technical data was available for review.

Brotman, R., & Freedman, A. *Brotman-Freedman Drug Dependence and Life Style Adaptation Questionnaire.*

From: Richard E. Brotman, Department of Psychology, New York Medical College, 5th Avenue at 106th Street, New York, New York 10029 (p1968)

Designed to measure drug use practices and life style adaptation in adults. The instrument may be used to study drug use or as a preliminary to diagnosis and treatment of an individual. The 50 items, each with one to fifteen parts, are free response or multiple choice. The first part of the *Questionnaire* deals with personal and demographic data, self-ratings and narratives, and agency contacts. The next part is concerned with drug use: analygesics, depressants, stimulants, psychotropics, alcohol, or tobacco. Items relate to use, circumstances, reasons, effects, history, attitudes, logistics, attempts at kicking the habit, alienations, and hustling. The third part is on life style adaptation: employment, dwellings, relatives and friends, demographic data, registrations, organizations, pastimes, time allotments, collateral contacts, and examiner's descriptions and ratings. The *Questionnaire* has five specific and one overall conventionality index and two specific and one overall criminality index. These may be combined to give a conformist, uninvolved, two-worlder, or hustler typology. The instrument is untimed and individually administered as a structured interview. Training and experience with the instrument is needed. Comparisons of life style adaptation typologies are available (4). Evidence of validity is presented. No other technical data is reported.

Carney, R. E. *Risk-Taking Attitude Questionnaire (RTAQ).*

From: Richard E. Carney, Department of Psychology, United States International University, 3902 Lomaland Drive, San Diego, California 92106 (c1968, c1969).

Assesses attitudes toward risk-taking behaviors and drug use practices in persons of junior high school age or older. The risk-taking attitudes tapped may be used to predict present and future drug use. Secondary school (S), college (C), and adult (A) forms are available. The A form has 322 multiple choice items; the S, 263; and the C, 86. Each form has demographic and drug use frequency items. The A and S forms ask for ratings of 25 different behaviors such as smoking cigarettes, drag racing, cheating (on tests, taxes, etc.), unmarried sexual intercourse, participating in protest demonstrations, use of pep pills, and main-lining any drug. The C form uses a consolidated list of 10 risky behaviors. On all the forms, each of the listed behaviors is rated as to risk with respect to certain aspects of the respondent's life such as health or loss of self-respect, and as to possible gains or rewards to be derived from the behavior with respect to aspects such as making friends or experiencing a thrill. The adult and secondary school forms call for a rating of the likely effectiveness of ten different actions (for example, educational programs, good personal example, tougher law enforcement, etc.) which might be taken to prevent or replace dangerous behavior in each of five categories of risky practices. The college form includes items on the age when the respondent first engaged in certain risky behaviors and ratings of possible life goals. The *RTAQ* is untimed and group administered. The author limits distribution to those who can insure adequate professional administration and

evaluation of the results. Item response data or item mean ratings and detailed findings, including factor and multiple regression analyses, for samples of 112 junior high, 113 senior high, and 223 college students and 209 adults are reported (5). Evidence of inter-form reliability is presented. No other technical data was available for review.

Cassel, R. N. *Drug I.Q. Test.*

From: The Christopher Publishing House, 53 Billings Road, North Quincy, Massachusetts 02171 (c1971).

Measures knowledge of drugs in students from junior high through college level and in adults. Two parallel forms are available. The *Test* has 70 multiple choice items. It has subscores in the areas of nature, classes, and effects of dangerous drugs; dependence and treatment of addicts; use reasons and control laws; and drug argot and drug facts. The *Test* was designed for use as a pretest or posttest with *A Programmed Learning Unit on Drug Abuse Education* (Cassel). The instrument is untimed, group administered and may be given by the classroom teacher of instructor. Administration time is about 25 to 30 minutes. Subscore and total score norms (T-score) for college graduates, college students, high school students, junior high school students, registered nurses, policemen, juvenile delinquents, and non-degree nurse students are reported. Evidence of validity is presented. Kuder Richardson 20 and parallel form reliabilities are reported. A computer scoring program is available.

Catholic University of America. *Drug Information Quiz.*

From: Document number 502, Drug-Abuse Research Instrument Inventory, see address p. 6.

Measures drug knowledge in high school and college students. The instrument has 55 items (multiple choice, true/false, or free response) dealing with drug information (50 items), drug use practices, drug experiences, and attitudes toward drugs. The *Quiz* is untimed and self administering. No technical data was available for review.

Chein, I., & Others. *Chein Attitude Survey and Drug Opinionnaire; Chein Attitude and Information Test.*

A copy of the instrument may be examined in: Chein, I., & Others. *The Road of H.* New York, N.Y.: Basic Books, Inc., Publishers, 1964.

Measures a variety of attitude, value, and information areas relevant to the drug problem in junior high school and high school students. The instrument contains 96 items (yes/no, agree/disagree, or multiple choice). The first part of the *Test* concerns attitudes toward police, attitudes toward parents, middle-

class standards of behavior, personal feelings of optimism, evaluation of certain life goals, trust in people, outlook toward the future, sense of futility, and background information. The second part deals with attitudes toward the use of drugs, image of the drug-user, action orientation with regard to the drug-user, evaluation of arguments against using heroin, information or beliefs about drugs, and personal exposure to the use of heroin. The *Test* is paced, group administered, and may be given by the classroom teacher. Cluster analyses and findings for three samples of eighth grade boys from three comparable neighborhoods, 442 boys from a high drug use neighborhood, 212 in a medium use neighborhood, and 271 in a low use neighborhood, are reported. Item reliabilities are available. Evidence of response validity is presented and discussed.

Columbia Broadcasting System, Inc. *National Health Test, Part III.*

From: Contemporary Films, Film Rental Library, McGraw-Hill Book Company, Princeton Road, Hightstown, New Jersey 08520.

This is a 16 mm., black and white film whose subject matter is a test which measures knowledge of and opinions on mental health, alcohol, and drug addiction in teenagers and adults. The *Test* contains nine true/false knowledge items, some on common misconceptions, and one multiple choice opinion question. The film gives the answers to the questions, an explanation of the answers, and some general comments on the areas explored. The *Test* is group administered and paced. Running time is eleven minutes. Response data for a national sample is given for two of the items. No other technical data was available for review.

Dade County Public Schools. *Dade Drug Abuse Education Test.*

A copy of the instrument may be examined in: Dade County Public Schools. *Eleven lessons in drug abuse education for use in junior high school science.* 1970, 102 p. (ED 052 943; MF and HC available from EDRS).

Measures drug knowledge in junior high school students. The instrument is designed for use as a pretest or a posttest for a drug unit in the science curriculum. The 31 items (matching, true/false, or multiple choice) deal with knowledge of drugs, drug history, and effects of drugs, including alcohol and nicotine. The *Test* is untimed, group administered, and may be given by the classroom teacher. No technical data was available for review. The document cited in the availability section above also contains assessment items at the end of each of the eleven individual lessons.

Davie, J. S., & Kleber, H. D. *Yale Drug Use and College Experience Questionnaire, Spring 1968.*

From: Herbert D. Kleber, Connecticut Mental Health Center, P. O. Box 1842, New Haven, Connecticut 06508 (p1968).

Assesses drug use practices and reactions to the college experience in college students. The 45 items (multiple choice or free response), some with several parts, deal with college curricular and extracurricular activities, reactions to and evaluations of college experiences, personal problems, self concept, drug use practices, reasons for non-use or stopping use of drugs, attitudes and opinions on drugs, and background information. The instrument is untimed and self administering. No technical data was available for review.

Downing, J. J., & Wygant, W., Jr. *Psychedelic Experience and Religious Belief Questionnaire.*

A copy of the instrument may be examined in: Downing, J. J., & Wygant, W., Jr. Psychedelic experience and religious belief. In R. Blum & Associates, *Utopiates*. New York. N.Y.: Atherton Press, 1964. Pp. 187-204.

Measures changes in religious beliefs or attitudes due to psychedelic experiences in adolescents or adults. Although the sample used had taken LSD-25, there appears to be no reason that the *Questionnaire* could not be adopted for employment with users of other hallucinogenic drugs. The instrument contains 13 open-ended items regarding changes in feelings with respect to religion, a supreme being, afterlife, religious doctrine, trust of people, personal security, morality, and relationships with people. The *Questionnaire* is used in the context of an untimed, individual interview. The interviewer needs experience in the technique. Detailed item responses and findings for a sample of 42 subjects are reported. No other technical data is available.

Edison, G. R. *Edison Social Issues Survey.*

From: George R. Edison, Director, University Health Service, University of Utah, Salt Lake City, Utah 84112 (p1970).

Assesses drug use practices and political and social correlates of drug use in college students. The 22 free response questions are concerned with drug use practices and use history; and attitudes and knowledge about drugs, dealers, the Vietnam War, the Viet Cong, and the United States position in Vietnam. The questionnaire is untimed and self administering. Selected item response data and findings for a sample of University of Utah students are reported (10). No other technical data is available.

Eells, K. *Student Practices and Attitudes with Respect to Marijuana and LSD Questionnaire.*

From: Kenneth Eells, P. O. Box 665, Springville, California 93265 (p1967).

Assesses marijuana and LSD use and attitudes toward these drugs in college students. The 27 multiple choice items are concerned with drug use practices, including marijuana, LSD, pep pills, sleeping pills, tranquilizers, peyote or mescaline, and morning glory seeds; and plans for future use, reasons for using/not using, and attitudes toward marijuana and LSD and their legal control. The *Questionnaire* is untimed and self administering. Item response data and detailed findings for the California Institute of Technology student body are reported (11, 12). No other technical data is available.

Erlick, A. C. *Purdue Drugs and Narcotics Questionnaire.*

A copy of the instrument may be examined in: Erlick, A. C. Drugs and narcotics: The role of the school in prevention and remediation. Report of poll no. 91 of the Purdue Opinion Panel. Lafayette, Ind.: Measurement and Research Center, Purdue University, 1971.

Assesses attitudes and opinions about drug use and drug education in high school students. The 53 multiple choice items are concerned with the nature of the drug problem, parents' reactions to the offer of drugs, student's attitudes about drugs, concern about overuse, drug education, sources of help, remediation, and biographic and demographic data. The *Questionnaire* is untimed and self administering. Item response data by total sample, sex, grade, mother's education, course grades, future plans, and region, and detailed findings for a 1971 national sample are reported. Some comparisons with similar data from a 1969 poll are also presented. No other technical data was available for review.

Fadiman, J. R. *Behavior Change Interview.*

From: James R. Fadiman, 3339 Kenneth Drive, Palo Alto, California 94303 (p1965).

Initially developed to measure behavior change following psychedelic therapy (LSD-25 and/or mescaline) in adults. It is capable of more general application to studies involving behavior alteration. The *Interview* has 433 "more/less/same" items. The instrument has subscores in the areas of dreams, eating habits and preferences, reading and listening habits, personal habits, material values, marriage, affect-emotionality, family, work, introspection, health, drinking, religious activities, interpersonal contacts, physical activities, creative expression or outlets, sexual pattern, fears, and ethical views. The instrument is untimed and administered as an individual structured interview. Experience is needed. Administration time is about 3 or 4 hours. Selected item response data and findings for a sample of 67 psychedelic therapy subjects are reported (13). Evidence of construct validity is cited. Correlations between interviewer and therapist ratings are available. No other technical data was available for review.

Faunce, R. W., & Johnson, L. *Minneapolis Drug Questionnaire Form A.*

From: R. W. Faunce, Research Division, Office of Research, Development and Federal Programs, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, Minnesota 55413 (p1970).

Assesses drug use practices and views on drug education in junior high and senior high school students. The 81 items (multiple choice or free response) deal with opinions about drug education, attitudes and knowledge about drugs and drug use, drug use habits, and personal data. The *Questionnaire* is untimed, group administered, and may be given by the classroom teacher. Item response data by sex, junior high/senior high, and users/non-users are reported for a sample of 1,426 Minneapolis students (14). No other technical data was available for review.

Fifth District Schools of Virginia Drug Survey Committee. *Drug Survey Instrument.*

From: Document number 414, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1971).

Assesses drug use practices, including alcohol use practices, and attitudes toward drugs in junior and senior high school students. The 77 multiple choice items are concerned with demographic data, sources of help for drug problems, drug education, drug use practices, reasons for use/non-use, attitudes toward drugs, and parental drug use. The questionnaire is untimed, group administered, and may be given by the classroom teacher. Administration time is about twenty minutes. No technical data was available for review.

Francis, J. B., & Patch, D. J. *University of Michigan Drug Education Questionnaire.*

A copy of the instrument may be examined in: Francis, J. B., & Patch, D. J. *Student attitudes toward drug education programs at the University of Michigan.* 1969, 30 p. (ED 059 272; MF and HC available from EDRS).

Assesses attitudes toward potential drug education programs and drug use practices in college students. The 87 items (multiple choice or free response) pertain to the history and extent of usage of 27 different drugs, including two non-existent drugs which may be utilized as a validity check; attitudes toward the content, format, and sponsorship of drug education programs; and demographic data. The instrument is untimed and self administering. Ten to fifteen minutes are required. Selected item response data and findings for a sample of 580 University of Michigan students are reported. No other technical data is available.

Glaser, D., & Others. *New York Community Environment Study Questionnaire.*

A copy of the instrument may be examined in: Glaser, D., & Others. *Public knowledge and attitudes on drug abuse in New York State.* 1969, 86 p. (ED 059 267; MF and HC available from EDRS).

Assesses neighborhood drug problem concern, drug use practices, knowledge of drugs and agencies dealing with drugs, and views on drug education in persons of age 13 or older. The 31 items (multiple choice or free response), most with several parts, deal with demographic and personal data, problems in the neighborhood, drug knowledge, drug use in the neighborhood, attitudes toward drug use, availability of drugs, agencies dealing with drugs, drug education, personal knowledge of drug users, and reasons for drug use. The instrument is untimed and individually administered as a structured interview. The user of the *Questionnaire* needs training and experience in interview and survey techniques. Selected item response data and detailed findings for a representative sample of 6,105 New York State residents of age 13 or older are reported. No other technical data was available for review.

Goldstein, J. W., & Others. *Carnegie-Mellon Fall Drug Survey Questionnaire.*

A copy of the instrument may be examined in: Goldstein, J. W., & Others. *The social psychology and epidemiology of student drug usage: Report on phase one.* 1970, 120 p. (ED 057 398; MF and HC available from EDRS).

Assesses drug use practices and opinions on drugs among college students. The 258 multiple choice items are concerned with use practices, use history, drug use by friends, and reasons for use/non-use for each of 17 drugs or drug types; attitudes and opinions; and personal and demographic data. The instrument is untimed and self administering. About 30 minutes are required to complete the instrument. Item response data and detailed findings for a sample of 3,010 Carnegie-Mellon students are reported. Some evidence of validity is presented. No other technical data was available for review.

Goldstein, J. W., & Others. *Carnegie-Mellon Spring Freshman Follow-up Drug Survey Questionnaire.*

A copy of the instrument may be examined in: Goldstein, J. W., & Others. *The social psychology and epidemiology of student drug usage: Report on phase one.* 1970, 120 p. (ED 057-398; MF and HC available from EDRS).

Assesses drug use practices and opinions on drugs among college students. The 127 items (multiple choice or free response) deal with use practices, use history, drug use by friends, and reasons for use/non-use for each of seven drugs or drug types; attitudes and opinions; and personal and demographic data. The *Questionnaire* is untimed and self administering. Selected item response data and findings for a sample of 507 Carnegie-Mellon freshmen are reported. No other technical data was available for review.

Goldstein, J. W., & Others. *Carnegie-Mellon Third Assessment of the Class of 1972 Drug Survey Questionnaire.*

From: Joel W. Goldstein, Department of Psychology, Carnegie-Mellon University, Schenley Park, Pittsburg, Pennsylvania 15213 (p1970).

This instrument is similar to the *Carnegie-Mellon Spring Freshman Follow-up Drug Survey Questionnaire* described above. It was used in a third survey of the drug use practices of the Class of 1972. Findings from this study are not yet available.

Governor's Citizen Advisory Committee on Drugs. *Utah Drop-out Drug Use Questionnaire.*

A copy of the instrument may be examined in: Governor's Citizen Advisory Committee on Drugs. *Advisory committee report on drug abuse.* 1969, 153 p. (ED 059 269; MF and HC available from EDRS).

Assesses drug use practices in high school drop-outs. The 79 items (multiple choice or apply/not apply) are concerned with demographic data; and use practices, use history, reasons for use/non-use, attitudes toward drugs, availability of drugs, and drug information with respect to narcotics, amphetamines, LSD, marijuana, and barbituates. The instrument is untimed and self administering. Item response data and findings for a sample of 169 Utah high school drop-outs are reported. No other technical data was available for review.

Governor's Citizen Advisory Committee on Drugs. *Utah Drug Use Questionnaire.*

A copy of the instrument may be examined in: Governor's Citizen Advisory Committee on Drugs. *Advisory committee report on drug abuse.* 1969, 153 p. (ED 059 269; MF and HC available from EDRS).

Assesses drug use practices in junior and senior high school students. The 21 multiple choice items pertain to drug use practices, use history, availability of drugs, main reason for drug use, and demographic data. The *Questionnaire* is untimed, group administered, and may be given by the classroom teacher. Administration time is about 10 minutes. Item response data and detailed findings are reported for a sample of 1,185 junior high school and 45,997 senior high school students in Utah. No other technical data was available for review.

Grupp, S. E. *The Nalline Test Questionnaire.*

From: Stanley E. Grupp, Department of Sociology, Illinois State University, Normal, Illinois 61761 (c1967).

Assesses drug use patterns and attitudes toward the Nalline Test, a narcotic control vehicle, among drug users. The first section of the *Questionnaire* has 24 items (multiple choice or completion) dealing with drug use practices, personal-social variables, and the effects of the Nalline Test program. The next section has a Nalline attitude scale with 20 Likert-type items, a 7 item anomia scale, and the socialization, self-control, self-acceptance, and good impression scales of the *California Psychological Inventory* (Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306). The instrument is untimed and may be group administered by a social worker. Administration time is 45 to 90 minutes. Selected item response data and findings for a sample of 216 users are available (15). Norms and reliability and validity studies are reported for the *California Psychological Inventory* scales. The discriminating power (t test) of each item on the Nalline attitude scale is reported. Split half reliabilities and validity checks by comparisons with probation officer ratings are also available for the latter scale.

Haagen, C. H. *Drug-Use Questionnaire.*

From: C. Hess Haagen, Office of Psychological Services, Wesleyan University, Middletown, Connecticut 06457 (p1970).

Assesses drug use practices in college students. The 79 multiple choice items deal with marijuana or hashish, psychedelic agents, amphetamines, narcotics, tobacco (cigars and pipe), tobacco (cigarettes), alcohol (beer, ale, wine), and alcohol (hard liquor). The questions ask about drug use practices, attitudes or opinions, reasons for use/non-use, and effects of drugs. The instrument is untimed and self administering. No technical data was available for review. A study has been conducted using a 30% random sample of the Wesleyan undergraduates.

Haagen, C. H. *Wesleyan University Student Questionnaire.*

From: C. Hess Haagen, Office of Psychological Services, Wesleyan University, Middletown, Connecticut 06457 (p1970).

Assesses marijuana use practices in college students. The 30 items (multiple choice or free response) are concerned with personal and demographic data, marijuana smoking practices, use history, effects from smoking marijuana, present attitude towards the substance, and use of other drugs. The *Questionnaire* is untimed and self administering. About five minutes are required to complete the instrument. Item response data and detailed findings, including results involving correlates derived from 12 other instruments, are reported (16). No other technical data was available for review.

Hillside Hospital (Glen Oaks, New York). *Drug Abuse Interview Form.*

From: Document number 304, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1968).

Assesses drug use practices and attitudes toward drugs in adults. The 224 items (yes/no, free response, or multiple choice) deal with drug use practices, use history, sources of drugs, future use, effects of drugs on the respondent (physical, emotional, social, occupational, etc.), reasons for use/non-use, and peer use practices with respect to amphetamines, barbiturates, marijuana, heroin, LSD and other/hallucinogens, and other controlled drugs; alcohol drinking practices and history; general social behavior and activities; and values. The *Form* is untimed and administered as a structured interview. The administrator should have experience in interview techniques and with drug users. Findings for a sample of psychiatric patients are reported (8). No other technical data was available for review.

Hinckley, R. G., & Others. *Minnesota Non-medical Drug Use Questionnaire.*

From: Robert G. Hinckley, Department of Psychiatry, University of Minnesota, Minneapolis, Minnesota 55455 (p1968).

Assesses drug use practices among college students. The 34 items (multiple choice, completion, or free response) are concerned with drug use practices, personal data, reasons for use or non-use of drugs, and legalization of certain drugs. The *Questionnaire* is untimed and may be group administered by the instructor. Administration time is about 5 minutes. Item response data and findings for a sample of 4,183 entering University of Minnesota students are reported (21). No other technical data was available for review.

Holmes, D., & Others. *Community Research Hippie/Non-Hippie Interview Schedule.*

From: Holmes, D., & Others. *Community research hippie/non-hippie interview schedule.* 1968, 72 p. (ED 061 267; MF and HC available from EDRS).

Assesses drug use practices, alienation, sexual orientation and practices, and other correlates of drug use in persons of age 14 or older. The 207 items (multiple choice, free response, or yes/no), some with several parts, deal with drug use practices, use history, drug use proselytizing and selling, drug effects, attitudes toward drugs and drug experiences, reasons for use/non-use/stopping use, police record, parental drinking and smoking habits, family background and characteristics, family attitudes intrafamily relationships, biographic and demographic data, general attitudes and feelings, personal and parental political beliefs, alienation, attitudes toward sex, and sexual experiences. The instrument is untimed and administered as a structured interview. Interviewers need a brief training period and some practice. Selected item response data or mean item rating scale scores and detailed findings are reported for

samples of 118 hippies, 101 weekend hippies, 136 drug user non-hippies, and 110 non-user non-hippies, approximately evenly divided between male and female and between urban and suburban (22). Findings are also reported for a pilot sample of 51 hippies who were interviewed using an earlier version of this measure (41). No other technical data was available for review.

Kilander, H. F. *Information Test on Drugs and Drug Abuse.*

From: Glenn C. Leach, Department of Education, Wagner College, Staten Island, New York 10301 (c1957, c1966, c1968).

This is the 1968 version of the *Information Test on Stimulants and Depressants* described below. The only differences are as follows: 1) there are no items on smoking or tobacco, and 2) the test has 25 items.

Kilander, H. F. *Information Test on Stimulants and Depressants.*

From: Glenn C. Leach, Department of Education, Wagner College, Staten Island, New York 10301 (c1957, c1966).

Measures knowledge of stimulants and depressants in high school and college students and adults. The 33 multiple choice items ask about alcohol, nicotine, opiates, caffeine, marijuana, barbiturates, tranquilizers, amphetamines, drug addiction, and narcotics in general. The test is untimed, group administered, and may be given by a classroom teacher or instructor. No technical data was available for review.

King, F. W. *King Drug-Use Questionnaire.*

From: Francis W. King, Department of Psychiatry, Dartmouth Medical School, Hanover, New Hampshire 03755 (p1967).

Assesses marijuana and LSD use practices in college students. The 10 items (multiple choice or completion) pertain to marijuana and LSD use practices, use history, probability of future use, and estimates of use among undergraduates. The *Questionnaire* is untimed and self administering. About two minutes are required to complete the instrument. Item response data and findings for a sample of 576 Dartmouth seniors are reported (23). No other technical data was available for review.

Kirk, J. *Dope Use Questionnaire.*

From: Jerome Kirk, School of Social Sciences, University of California, Irvine, California 92664.

Assesses drug use practices in secondary school and college students and adults. The 171 items (multiple choice or free response) pertain to the use of 16 classes of drugs, including alcohol, caffeine, tobacco, glue, and non-prescribed, controlled drugs. The main body of the *Questionnaire* asks 41 questions about drug use practices, drug use history, and reasons for use with regard to each of three drugs which the respondent enjoys using. The *Dope Use Questionnaire* was used in conjunction with a *Background Questionnaire* (35 multiple choice or free response items on personal and demographic data), *Values Questionnaire* (10 multiple choice items in which the respondent chooses the best and worst ideas from a set of three on a topic), and a general Attitude Inventory (85 true/false items). The instrument is untimed and self administering. Findings for samples of students and "hippies" ("street people") are reported (24). No other technical data was available for review.

Kitzinger, A., & Hill, P. J. *California Drug Information Test.*

A copy of the instrument may be examined in: Kitzinger, A., & Hill, P. J. *Drug abuse, a source book and guide for teachers.* 1967, 137 p. (ED 016 630; MF and HC available from EDRS).

Designed to assess knowledge about and attitudes towards drugs and drug legislation in junior high and senior high school students. The items were constructed for use with *Drug Abuse: A Source Book and Guide for Teachers,* included in the ERIC document cited above, and developed for the California Public Schools. A few items are specific to California. The test is divided into 8 parts: drugs in general (13 items), dangerous drugs (mainly barbiturates and amphetamines (15 items), volatile chemicals (5), marijuana (24), LSD (29), narcotics (13), control of and advances against drug abuse (13), and general summary (24). It is suggested that the first five sections be used as a pretest and the marijuana and LSD sections as a posttest in junior high, and the first six sections be used as a pretest and last three as a posttest in high school. The items are true/false, multiple choice, or matching. The test is untimed, group administered, and may be given by the classroom teacher. No technical data is reported.

Los Angeles City Schools. *Los Angeles Drug Knowledge Test.*

A copy of the instrument may be examined in: Geis, G., & Others. *Addicts in the classroom: The impact of an experimental narcotics education program on junior high school pupils.* 1969, 305 p. (ED 042 182; MF and HC available from EDRS).

Assesses knowledge of narcotics and dangerous drugs in junior high school students. The *Test* was developed as an evaluative instrument for an experimental unit on drugs. The ERIC document cited above includes a description of the program and the curricular materials used. The 20 true/false and 35 multiple choice questions pertain to general drug information, drug dependence, marijuana, opiates, barbiturates, amphetamines, hallucinogens, volatile chemicals, drug abuse laws, and treatment of addicts. The *Test* is untimed, group administered, and may be given by the classroom teacher. No technical data is reported.

Lyle, W. H., Jr., & Others. *Addict Identification Word Association Measure.*

From: William H. Lyle, Jr., Psychiatrist, United States Penitentiary, Marion, Illinois 62959 (c1970).

Designed to identify college student or other adult members of addict or antisocial subcultures in our society. It has potential value as a screening test. The *Measure* consists of 50 words to which the respondent replies with an associated word. Thirty of the words have a conventional usage and a special or nonconventional meaning within the drug subculture. The remaining 20 words are also in conventional use, but have a special use within non-drug-oriented antisocial groups. The instrument has subscores in the areas of drug-related, antisocial, conventional and evaded responses. The *Measure* is untimed and individually administered. Both administration and scoring require some experience with the subcultures involved. Mean subscores are reported for samples of nonaddicts who are jargon wise, medical addicts, recent addicts, hard-core addicts, and nonaddict prisoners (25). Interscorer reliabilities and validity studies based on the ability of the instrument to discriminate between addict, prison, and conventional subgroups and on mean reaction times are available.

Manheimer, D. I., & Others. *Contra Costa Psychotherapeutic Drug Use Questionnaire.*

From: Dean I. Manheimer, Institute for Research in Social Behavior, 1909 Addison Street, Berkeley, California 94704 (p1969).

Similar to the *San Francisco Psychotherapeutic Drug Use Questionnaire* described below. The major difference is the addition of 20 items, some general attitude questions and some attitude items specific to suburban living. It was used with a random sample of 1,164 Contra Costa County (California) residents. Selected item response data and findings are reported (6).

Manheimer, D. I., & Others. *Contra Costa Social Attitudes Questionnaire.*

From: Dean I. Manheimer, Institute for Research in Social Behavior, 1909 Addison Street, Berkeley, California 94704 (p1969).

Measures social attitudes, values, self concept, and personality in persons of age 18 years or older. It was used in conjunction with the *Contra Costa Psychotherapeutic Drug Use Questionnaire* described above. It has 55 items (true/false or multiple choice) and a stoicism-traditionalism index. The instrument is untimed and self administering. Selected findings are reported for a random sample of 1,164 Contra Costa County (California) residents (6). No other technical data was available for review.

Manheimer, D. I., & Others. *San Francisco Psychotherapeutic Drug Use Questionnaire.*

From: Dean I. Manheimer, Institute for Research in Social Behavior, 1909 Addison Street, Berkeley, California 94704 (p1967).

Assesses drug use practices in persons of age 18 years or older. The 96 items (multiple choice or free response), some with several parts, are concerned with personal and demographic data; health status; psychic and somatic symptoms; characteristic ways of coping with psychic distress; medical care practices; pain reliever, stimulant, tranquilizer, and sedative use practices and use history; drug knowledge; sources of drugs; and attitudes toward psychotherapeutic drugs. The *Questionnaire* is untimed and administered as a structured interview. The interview requires about 1 1/2 hours. Interviewers need experience and training. Selected item response data and findings for a random sample of 1,104 San Francisco residents are reported (6, 26, 28, 29). No other technical data was available for review.

Manheimer, D. I., & Others. *San Francisco Social Attitudes Questionnaire.*

From: Dean I. Manheimer, Institute for Research in Social Behavior, 1909 Addison Street, Berkeley, California 94704 (p1967).

Assesses social attitudes, values, self concept, personality, and attitudes toward tranquilizer users in persons of age 18 years or older. It was used in conjunction with the *San Francisco Psychotherapeutic Drug Use Questionnaire* described above. It has 44 items (true/false or multiple choice) and a stoicism-traditionalism index. The *Questionnaire* is untimed and self administering. Selected findings are reported for a random sample of 1,104 San Francisco residents (6, 26, 28, 29). No other technical data was available for review.

Marks, J. B., & Others. *Narcotics Center Questionnaire, 1968.*

A copy of the instrument may be examined in: Marks, J. B., & Others. *Narcotics center questionnaire, 1968.* 1968, 15 p. (ED 061 279: MF and HC available from EDRS).

Assesses drug knowledge, drug use practices, and attitudes toward drugs in junior high school, senior high school, and college students. The 105 items (multiple choice, yes/no, or completion) are concerned with personal and demographic data, "book" knowledge of drugs, "street" knowledge of drugs (drug argot and the like), attitudes toward drugs and drug users, peer drug use, and personal drug use practices. The instrument is untimed, group administered, and may be given by the classroom teacher or instructor. Selected item response data and findings for samples of Washington State high school and junior college students are reported (27). No other technical data was available for review.

Marks, J. B., & Others. *Narcotics Center Questionnaire, Spring 1969.*

A copy of the instrument may be examined in: Marks, J. B., & Others. *Narcotics center questionnaire, spring 1969.* 1969, 17 p. (ED 061 280; MF and HC available from EDRS).

Assesses drug knowledge, drug use practices, and attitudes in junior high school, senior high school, and college students. The 115 items (multiple choice, yes/no, agree/disagree, or completion) deal with personal and demographic data, general attitudes, attitudes toward institutions (police, American business, army, etc.), "book" knowledge of drugs, "street" knowledge of drugs (drug argot and the like), attitudes toward drug use and users, and drug use practices. The instrument is untimed, group administered, and may be given by the classroom teacher or instructor. Interpretation of the general attitude items requires experience with personality measures. No technical data was available for review.

Marra, E. F., & Others. *State University of New York at Buffalo Personal and Confidential Survey.*

A copy of the instrument may be examined in: Smith C. M., & Others. *Intoxicant drugs: Survey of student use, roles and policies of the university.* 1968, 60 p. (ED 059 265; MF and HC available from EDRS).

Assesses drug use practices in college students. The 45 multiple choice items are concerned with demographic data, knowledge of drug use by students, personal drug use practices, and use history. The instrument is untimed and self administering. Item response data and detailed findings are reported for a sample of 8,545 State University of New York at Buffalo students. No other technical data was available for review.

McHugh, G., & Williams, J. C. *Drug Knowledge Inventory.*

From: Family Life Publications, Inc., 219 Henderson Street, P. O. Box 427, Saluda, North Carolina 28773 (c1969).

Designed as a teaching test to help junior high, senior high, or college students and adults learn the facts about drugs or to discover their drug education needs. A *Discussion Guide* with extensive considerations of each test item is available. The *Inventory* may be used as a pre or posttest to a drug unit. The 44 multiple choice items cover addictive vs. habit-forming drugs, drug addition in the United States, barbiturates, opiates, tranquilizers, amphetamines, hallucinogens, and marijuana. The *Inventory* is untimed and may be group or self administered. Administration time is about 20-25 minutes. It is recommended that the test be self-scored and discussed immediately after it is taken. If this is done, the total time needed is about one class hour. No technical data was available for review.

McKenzie, J. D. *University of Maryland Marijuana Use Questionnaire, 1969.*

A copy of the instrument may be examined in: McKenzie, J. D. *Trends in marijuana use among undergraduate students at the University of Maryland.* Research report #3-70. College Park, Md.: Counseling Center, University of Maryland, 1970.

Assesses marijuana use practices among college students. The 9 multiple choice items deal with demographic data, marijuana use, reasons for use/non-use, and laws dealing with marijuana. The instrument is untimed and self administering. About one minute is required to complete the *Questionnaire.* Item response data from a 1969 sample of University of Maryland students, comparable data from 1967 and 1968 surveys, and other findings are reported. No other technical data was available for review.

McKinley, W., & Mitchell, K. *Great Falls Drug Knowledge Test.*

A copy of the instrument may be examined in: Spragg, E., & Others. *Tobacco, drug, and alcohol unit, ninth grade.* 1971, 388 p. (ED 052 978; MF and HC available from EDRS).

Measures drug knowledge in ninth grade students. The instrument is designed for use as a pretest or posttest for a unit on drugs. The 151 items (true/false, matching, or multiple choice) deal with knowledge of drugs, drug effects, drug legislation, and drug user argot (60 items). Emphasis is placed on questions concerning marijuana and LSD. The *Test* is untimed, group administered, and may be given by the classroom teacher. No technical data was available for review.

Michaux, W. W., & Willis, F. W., Jr. *Drug Abuse Questionnaire, Form CR-2.*

From: Document number 411B (includes both the questionnaire and a guide for users), Drug-Abuse Research Instrument Inventory, see address p. 6 (p1970).

Assesses attitudes, knowledge, and use of drugs in persons from junior high school age through adulthood. It is designed mainly for systematic probes into epidemiology at the neighborhood level. The 130 items (multiple choice or completion) deal with personal and demographic data, knowledge of drugs and drug abuse, neighborhood criminal and social problems, value-judgments on drug users, opinions on approaches to the drug abuse problem, personal knowledge of neighborhood drug use, and personal experience with drugs. The *Questionnaire* has a knowledge of drugs and drug abuse subscore and indices of seriousness for each of 11 common criminal and social problems. The instrument is untimed and group administered. The *Questionnaire* may be used in mail surveys if a suitable covering letter is included. Administration time is 15 to 45 minutes. Use of the *Questionnaire* requires skill in scientific survey work and knowledgability about drug abuse. Item response data and findings for a Baltimore neighborhood church group are reported (30). No other technical data was available for review.

Mizner, G. L., & Others. *Denver-Boulder College Drug Use Questionnaire.*

From: Document number 409, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1968).

Assesses drug use practices and attitudes toward drugs in college students. The 35 multiple choice items, some with several parts, are concerned with personal and demographic data; drug use practices; use history, reasons for use/non-use, plans for future use, mood states at the time of drug use, attitudes toward drugs, and attitudes toward drug legislation with respect to marijuana, amphetamines, and LSD; and degree of alienation. The instrument is untimed and self administering. Selected item response data and findings for a sample of 26,000 college students in the Denver-Boulder area are reported (31). No other technical data was available for review.

Monroe, J. J., & Hill, H. E. *Hill-Monroe Acceptability for Psychotherapy Scale for Narcotic Addicts; AP Scale.*

A copy of the instrument may be examined in: Monroe, J. J., & Hill, H. E. The Hill-Monroe inventory for predicting acceptability for psychotherapy in the institutionalized narcotic addict. *Journal of Clinical Psychology*, 1958, 14, 31-36.

Assesses acceptability for psychotherapy in male opiate addicts. The *AP Scale* is part of the *Personal Inventory* described below and a matched form of the

Scale for alcoholics is included in the *Inventory of Habits and Attitudes* described in *Measures Pertaining to Health Education, III. Alcohol.* The instrument has 46 true/false items dealing with personal experiences, traits, attitudes, and opinions. Some of the items are similar to those found on standard personality tests, and some deal with drug addicts or addiction or are phrased in addict language. The *Scale* is untimed and self administering. Interpretation of results may require a person with experience with personality tests and with drug addicts (a mechanical cutting score may be utilized). T-scores and Spearman-Brown reliabilities are reported. Empirical validity studies, efficiency in predicting psychiatric judgments, and correlations with chronological age and certain subscores of the *Minnesota Multiphasic Personality Inventory* and the *Cattell Sixteen Personality Factors Test* are also available. Berzins and Others have conducted a cross-validation study of the Scale (1).

Monroe, J. J., & Hill, H. E. *Personal Inventory (PI).*

From: Document number 302, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1964).

Assesses personality and adjustment characteristics, drug use history, drug effects, functional utility of drugs, drug press, acceptability for psychotherapy, and the like in adult opiate addicts. *PI* is a matched form of the *Inventory of Habits and Attitudes* for alcoholics described in *Measures Pertaining to Health Education, III. Alcohol.* The instrument is also included as a part of the *Lexington Personality Inventory*. *PI* consists of 220 true/false items with about two-thirds of these similar to those found on standard personality tests. *PI* scales include, among others, the following: drug press, maladjustment, maladjustment drug association, drug association, language of addiction, general addiction for alcohol, middle class standards, acceptability for psychotherapy, severity of opiate addiction, sociability, familial disorganization, moral deviation, alcoholic vs. addict factorial, parental overprotection, alcoholic denial, and opiate addiction. The instrument is untimed and self administering. Interpretation of results requires experience in personality testing. Technical data on the *AP Scale* is described above. Matched form reliabilities and various validity studies are reported (17, 18, 19, 20). No other technical data was available for review.

Montgomery County Public Schools. *Montgomery Drug Attitude Inventory.*

A copy of the instrument may be examined in: Montgomery County Public Schools. *Youth and drugs: A unit on drug abuse for grade 10.* From Rockville, Md.: Montgomery County Public Schools, 1970 (HC) or EDRS, 1970, 65 p., ED 048 024 (MF).

Assesses attitudes toward drugs in high school students. The instrument has 20 agree/disagree/uncertain attitude or opinion statements. The *Inventory* is designed for use as a pretest/posttest for a unit on drugs. The instrument is untimed, group administered, and may be given by the classroom teacher. No technical data was available for review.

Montgomery County Public Schools. *Montgomery Knowledge of Drugs Test.*

A copy of the instrument may be examined in: Montgomery County Public Schools. *Youth and drugs: A unit on drug abuse for grade 10.* From Rockville, Md.: Montgomery County Public Schools, 1970 (HC) or EDRS, 1970, 65 p., ED 048 024 (MF).

Assesses knowledge of controlled drugs in high school students. The 20 true/false items deal with general drug knowledge, narcotics, barbiturates, amphetamines, and hallucinogens. The *Test* is designed for use as a pretest/posttest for a unit on drugs. The instrument is untimed, group administered, and may be given by the classroom teacher. No technical data was available for review.

Morrison, R. L. *Sacramento State College Drug Survey.*

From: Richard L. Morrison, Associate Dean of Students, Sacramento State College, 6000 Jay Street, Sacramento, California 95819 (p1969).

Assesses drug use practices among college students. The 26 multiple choice items pertain to the use, first experience, and last experience with six drugs or drug types, and demographic data. The entire questionnaire is printed on a single IBM data card. The instrument is untimed and self administering. Two to five minutes are required to complete the questionnaire. Selected item response data for a sample of 10,364 Sacramento State College students are reported (32). No other technical data was available for review.

Oklahoma Workshops on Alcohol and Narcotics Education. *Oklahoma Stimulants and Depressants Test.*

A copy of the instrument may be examined in: Oklahoma Workshops on Alcohol and Narcotics Education. *Alcohol and narcotics education curriculum bulletin.* Oklahoma City, Okla.: Oklahoma State Department of Education, 1957.

Measures drug knowledge in high school students. The 40 multiple choice items are concerned with drugs in general, alcohol, nicotine, narcotics, caffeine, and other stimulants and depressants. The measure is untimed, group administered, and may be given by a classroom teacher. No technical data was available for review.

Paulson, P. C. *Paulson Survey on Drugs.*

From: Patricia C. Paulson, Department of Physical Education, Queensborough Community College, Springfield Boulevard and 56th Avenue, Bayside, New York 11364 (c1971).

Assesses attitudes toward drugs and drug use practices in college students. The 150 questions include completion, multiple choice, and Likert-type scale items. The items are concerned with demographic data, attitudes toward drugs and drug use, reasons for using drugs, association or contact with drug users, drug use practices, facts about users, self image, motivation to avoid failure/motivation to achieve success (11 items from Guevara's *Success-Failure Inventory*), and self esteem (the self esteem subtest of the *Self-Social Symbol Tasks*). The latter two sections have subscores. The *Survey* is untimed, group administered, and may be given by the instructor. About 50 minutes are required to give the instrument. Selected item response data and findings for a sample of 164 Queensborough Community College students are reported (33). Evidence of validity and of the discriminatory power of the attitude items (users vs. non-users) is presented. Construct validity studies and split-half reliabilities are available on the self esteem subtest of the *Self-Social Symbol Tasks*. No other technical data was available for review.

Pearlman, S. *Brooklyn College 1965 Drug Survey Questionnaire.*

From: Samuel Pearlman, Inter-University Drug Survey Council Administrative Center, Brooklyn College of CUNY, Brooklyn, New York 11210 (c1968).

Assesses drug use behaviors in college students. The 18 multiple choice items deal with demographic data, personal knowledge of student drug use, drug use practices, use history, sources of supply, and attitudes towards College assistance to the user. The instrument is untimed and self administering. Item response data and findings for a sample of 1,245 Brooklyn College seniors are reported (34). No other technical data was available for review.

Pearlman, S., & Others. *Inter-University Drug Survey Council 1968 Questionnaire.*

From: Samuel Pearlman, Inter-University Drug Survey Council, Administrative Center, Brooklyn College of CUNY, Brooklyn, New York 11210 (p1968).

Assesses drug use practices and attitudes toward drugs in college students. The 141 multiple choice items deal with personal and demographic data: personal drug use practices, personal use history, parental attitudes toward drugs, and parental use practices with respect to alcohol, amphetamines, barbiturates, marjuana, LSD or other psychedelics, heroin (opium, methadone, and cocaine are also included in the category), painkillers, anti-depressants, tranquilizers,

and cigarettes; reasons for use/non-use of various drugs; drug effects: and attitudes toward drug use, drug legislation, and the like. Space is provided at a number of points in the *Questionnaire* for the respondent to add comments if he desires. The instrument is untimed and self administering. Selected item response data and findings for a sample of 12,142 students from 20 colleges in Metropolitan New York are reported (35, 38). No other technical data was available for review.

Pollock, M. B. *Mood-Altering Substances: A Behavior Inventory.*

From: Marion B. Pollock, School Health Education Study, 1507 M Street, N.W., Room 800, Washington, District of Columbia 20005 (c1967).

Assesses knowledge and behavior in high school and college students with regard to drugs. There are 5 yes/no and 75 multiple choice items. The first part of the *Inventory* asks about the student's usual practices in the use of cigarettes, alcohol, dangerous drugs, and narcotics, and about his parents' smoking habits. The second part tests his knowledge of the drugs and their physiological and psychological effects. The *Inventory* has subscores for tobacco; dangerous drugs and narcotics; and alcohol. Z-score, T-score, and percentile norms are available on the subtests (36). The test is untimed, group administered, and may be given by a classroom teacher or instructor. At present it is intended for approved experimental use only. Odd-even reliabilities, evidences of content validity, instructor observations on validity, test-retest results, judge ratings of validity, and comparisons of test results for those who have and have not had a course on the subject are reported.

Rand, M. E., & Others. *Illegal and/or Dangerous Drug Survey.*

From: Rand, M. E., & Others. *Illegal and/or dangerous drug survey.* 1968, 4 p. (ED 059 258; MF and HC available from EDRS).

Assesses drug use practices and attitudes toward drugs in college students. The 24 multiple choice items, some with several parts, deal with personal data; and use practices, use history, future use, and laws with respect to marijuana, amphetamines, barbiturates, psychedelics, and opiates. The instrument is untimed and self administering. Item response data and findings for a sample of 2,145 Ithaca College students are reported (37). No other technical data was available for review.

Robins, L. N., & Murphy, G. E. *Interview Schedule for Young Black Men.*

From: Lee N. Robins, Department of Psychiatry, Washington University School of Medicine, 4940 Audubon Avenue, St. Louis, Missouri 63110 (p1965).

Assesses drug use practices, alcohol drinking behaviors, and various life histories of young black male adults. The *Schedule* has 303 items (yes/no, free response, or multiple choice), many with several parts. The items deal with demographic, biographic, and personal data, including such areas as family, marital, school, health, occupational, and behavioral problem histories and associated attitudes and opinions (273 items); alcohol drinking practices, drinking history, drinking problems, and family drinking practices; and drug use practices and use history. The instrument is untimed and administered as a structured interview. The interviewer needs training and experience in the techniques involved. Item response data and detailed findings on the drug use section of the *Schedule* and appropriate correlates from among the other items are reported for a normal sample of St. Louis black men of age 30 to 35 (39). Evidence of validity is presented. No other technical data was available for review.

Roffman, R. A., & Sapol, E. *Roffman-Sapol Marijuana Use Questionnaire.*

A copy of the instrument may be examined in: Roffman, R. A., & Sapol, E. Marijuana in Vietnam. *International Journal of the Addictions*, 1970, 5, 1-42.

Assesses marijuana use practices among Vietnam veterans. The 37 items (multiple choice or completion) deal with marijuana smoking practices, use history, friends who smoke marijuana, armed services record, and biographic and demographic factors. The instrument is untimed and group administered. No experience is needed. Item response data and detailed findings for a sample of 584 veterans who served in the southern areas of South Vietnam are reported. No other technical data was available for review.

San Diego Probation Department. *Youth ATD Survey.*

From: Document number 106, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1969).

Assesses attitudes toward drugs in teenagers. The 20 Likert-type rating scales measure attitudes toward drugs, drug legislation, and enforcement of drug laws. Emphasis is placed on marijuana and LSD. The instrument is untimed and self administering. No technical data was available for review.

Research and Statistics Section, San Mateo County Department of Public Health and Welfare. *San Mateo Drug Survey Form (1970).*

A copy of the instrument may be examined in: Research and Statistics Section, San Mateo County Department of Public Health and Welfare. *Five mind-altering drugs (plus one).* San Mateo, Calif.: Research and Statistics Section, San Mateo County Department of Public Health and Welfare, 1970.

Assesses drug use practices in junior and senior high school students. Separate forms are available for junior high school (9 items) and senior high school students (11 items). The questions (multiple choice or completion) deal with drugs used, frequency of use, new drugs coming onto the scene, and demographic data. The *Form* is untimed, group administered, and may be given by the classroom teacher. Item response data by sex, grade, and total sample and findings, including comparable data from surveys made in 1968 and 1969, are reported for 35,148 San Mateo County (California) students responding in 1970. No other technical data is available.

Schiff, S. *Schiff Self-Theory, Q Sort for Drug Addicts.*

From: Stanley Schiff, Chief Psychologist, Knickerbocker Hospital, 70 Convent Avenue, New York, New York 10027 (p1959).

Assesses incongruities between self-concept, professed ideal self, and the cultural ideals of the individual in drug addict populations and comparable non-addicted populations of age 16 and older. Both English and Spanish language versions are available. The measure has 80 Q sort items concerning sexual identification and role, attitudes toward authority, educational values, morality standards, passivity/aggressivity, impulse control, relationships with others, emotional maturity, dependence/independence, aspiration, social role and group identification, feelings of adequacy, and frustration. The statements are placed on cards and are sorted by the subject into five piles from the most like oneself (ideal self) to the least like oneself (ideal self). The items are sorted five times from the viewpoints of the self, the ideal self, and the ideal self of parents, friends, and the respondent's most significant other among the police, most businessmen, a minister, a school teacher, or an employer. The test has discrepancy scores between self/ideal self and self/cultural ideals of the individual. The instrument is untimed and may be group administered. Some experience is needed. Mean discrepancy scores and detailed findings for samples of Rickers Island Penitentiary inmates are reported (40). The validity of the test items was adjudged by a panel of six psychologists. Reliability studies, especially for low IQ respondents, are presented.

Shainline, J. W., & Others. *Long Beach Drug Use Questionnaire.*

From: John W. Shainline, Vice President for Student Affairs, California State College at Long Beach, Long Beach, California 90801.

Assesses drug use practices and attitudes toward drugs in college students. The 31 multiple choice items pertain to demographic data, drug use (five classes of drugs), LSD use practices, attitudes toward LSD, sources of drug information, first knowledge of or use of controlled drugs, views on legalization of drugs, and opinions on drug education. The instrument is untimed and self administering. Selected item response data and findings for a sample of 540 students from California State College at Long Beach are reported (9). No other technical data was available for review.

Stuart, R. *Survey of Drug Use Patterns among Known Users.*

From: Document number 403, Drug-Abuse Research Instrument Inventory, see address p. 6.

Assesses drug use practices in students from the seventh grade level through college or in adults. The 54 items (multiple choice or free response), some with several parts, deal with drug use practices, use history, reasons for use/non-use, future use, buying drugs, drug information, and drug effects with respect to soft hallucinogens, hard hallucinogens, amphetamines, narcotics, barbiturates, and alcohol; legal offenses; and personal and demographic data. The questionnaire is untimed and self administering. About 30 minutes are required to complete the instrument. No technical data was available for review.

Swisher, J. D., & Horman, R. E. *Drug Attitudes and Backgrounds of University Students and Educators Scale; Drug ABUSE Scale.*

From: John D. Swisher, 118A Education Building, Pennsylvania State University, University Park, Pennsylvania 16802 (c1968).

Measures drug knowledge and attitudes toward drugs among college students and college teachers. The 56 multiple choice items are concerned with personal and demographic data; drug information, particularly information on stimulants, depressants, and hallucinogens; and attitudes toward the university's role in drug education, drug legislation, drug abusers, and the effects of drugs. The instrument has a knowledge subscore. The *Scale* is untimed, group administered, and may be given by an instructor. Mean knowledge subscores, before and after a drug education retreat, of participants and non-participants in the retreat; attitude item response data, both pre and post, for participants; and other findings are reported (42). Odd-even reliabilities on the knowledge questions are available. No other technical data was available for review.

Swisher, J. D., & Horman, R. E. *Drug Education Activities Scale.*

From: John D. Swisher, 118A Education Building, Pennsylvania State University, University Park, Pennsylvania 16802 (p1968).

Designed to determine whether drug abuse education programs have had an impact on the subsequent behavior of college students and college teachers, in particular, whether participants are motivated to acquire and disseminate drug information. The 9 items (multiple choice or free response) deal with reading about drugs or drug abuse, informal discussions, presentations, research ideas, and contacts with drug abusers. The instrument is untimed and self administering. Item response data and findings for samples of participants and non-participants in a drug education retreat are reported (42). No other technical data is available.

Swisher, J. D., & Warner, R. W. *Drug Education Evaluation Scales, High School Form.*

From: John D. Swisher, 118A Education Building, Pennsylvania State University, University Park, Pennsylvania 16802 (p1971).

Assesses drug knowledge, attitudes toward drugs, and drug use practices in high school students. The *Scales* are designed for use in the evaluation of a drug abuse prevention program. The 100 multiple choice items deal with personal and demographic data (9 items); drug knowledge (41 items); attitudes toward drugs, drug users, and drug legislation (14 items); and drug use practices, use history, peer use, source of drugs, and reasons for use for each of the following: cigarettes, alcohol, marijuana, LSD, pep pills, and tranquilizers (36 items). The instrument has knowledge, attitude, and drug use subscores. Mean pre and post subscores and findings for high school samples presented four different drug abuse prevention approaches are reported (43). No other technical data was available for review.

Texas Research Institute. *Social Attitude Questionnaire.*

From: Document number 105, Drug-Abuse Research Instrument Inventory, see address p. 6.

Assesses drug use practices and associated attitudes in high school students. The 89 items (multiple choice or true/false) pertain to personal and demographic data, family drug use behaviors, personal drug use practices, parental attitudes toward drugs, personal attitudes toward drugs, reasons for drug use/non-use, sources of drug information, attitudes toward own family unit, peer drug use, and social attitudes. Some emphasis is placed on alcohol and marijuana questions. The *Questionnaire* is untimed and self administering. No technical data was available for review.

Texas Research Institute. *Texas Drug Use Questionnaire.*

From: Document number 413, Drug-Abuse Research Instrument Inventory, see address p. 6.

Assesses drug use practices and attitudes toward drugs in secondary school students. The 88 multiple choice items deal with drug use practices, use history, personal and demographic data, parental attitudes, reasons for drug use/non-use, peer drug use, personal attitudes toward drugs, sources of drugs, and opinions. The *Questionnaire* is untimed and self administering. No technical data was available for review.

University of Michigan School of Social Work. *Drug Information Inventory.*

From: Document number 503, Drug-Abuse Research Instrument Inventory, see address p. 6.

Measures drug knowledge in college students. The test has 20 multiple choice items, four or six choice, where one or more of the options may be correct, and 15 true/false questions. The items are concerned with classification of drugs, characteristics and effects of drugs, drug laws, and drug abuse. The *Inventory* is untimed and self administering. No technical data was available for review.

Vincent, R. J. *Vincent Attitude Scale Toward Smoking Marijuana.*

From: Document number 104, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1968).

Measures attitudes toward smoking marijuana in junior high and senior high school students. A set of 20 agree/disagree attitude statements was developed by use of a pool of 250 statements, a panel of 20 judges, and scaling techniques. The respondents give their personal reactions to the statements and then respond to the same scales in the context of 3 different behavioral situations. The situations involve smoking marijuana due to an unhappy home situation, due to a need for social acceptance, and because of societal pressures. The instrument has subscores for the personal reaction section of the test and for each of the situations, and an overall score. The *Scale* is untimed, group administered, and may be given by the classroom teacher. Thirty minutes or less are required to give the instrument. Mean subscores and overall scores for various samples of Carbondale, Illinois students are reported (45, 46). Split-half reliabilities are available. Validity is inferred from use of the panel of judges, and from a comparison of the mean scores of a group of marijuana smokers and a group of police who were known to have a negative attitude toward marijuana smoking.

Weiner, R. S. P. *Weiner Drug Use and Information Questionnaire.*

A copy of the instrument may be examined in: Weiner, R. S. P. *Drugs and school children.* New York, N.Y.: Humanities Press, 1970.

Assesses drug knowledge, drug use practices, and relevent attitudes in teenagers. The *Questionnaire* is divided into ten parts. Part A has 38 items (multiple choice or free response) concerning use of alcohol, tobacco, pep pills, hashish or marijuana, LSD, heroin, and other drugs; availability of drugs; life style; job aspirations; peer group relationships; and personal data. The next section has 34 five-point rating scale items which break into the following six subscales: past relationship with father, present relationship with mother, perceived parental control, perceived parental leniency, ego strength, and perceived relationships with peers. Part C has 17 paired choice statements designed to assess value systems and attitude toward life. Sections D, E, and H are perceptual scales measuring perception of self, ideal self, and the drug user respectively. Each scale consists of the same 19 three-point semantic differentials. Each has a four factor structure consisting of conventionality, weakness/toughness, obedience/disobedience, and heterosexual appeal. Section F uses 67 items (true/false or multiple choice) to measure knowledge about drugs and drug terminology. Part G contains 17 Likert-type scales measuring attitudes toward drugs. The I section is a projective scale involving 8 sentence completion items concerning drug experiences, drug slang, outlook on the future, and attitudes. The final part calls for an estimate of the number of drinkers, smokers, and drug users in the respondent's school and general comments on the *Questionnaire*. The instrument is untimed and group administered. Administration time is 35 to 60 minutes. Although no experience is needed to give the test, some experience is required to interpret the results from certain parts of it. Item response data for the drug knowledge, attitude toward life and value systems, and attitude toward drugs sections and for other selected items, and detailed findings for a sample of 1,093 British teenagers are reported. Evidence of reliability and validity is presented with regard to certain sections of the test.

Weisman, I., & Others. *Attitudes of Youth Workers Toward Drug Abuse Questionnaire.*

From: Document number 108, Drug-Abuse Research Instrument Inventory, see address p. 6 (p1969).

Measures drug knowledge and attitudes toward drugs in youth workers such as school, health, and social work personnel. The *Questionnaire* has 10 items (multiple choice or completion) dealing with personal and demographic data and 63 five-poing rating scales concerning attitudes, opinions, and information. The instrument has six subscores: attitudes toward punishment of users, treatment, the danger of drugs, drug use and user stereotypes, and agency/school policy; and drug knowledge. The *Questionnaire* is untimed and self administering. No technical data was available for review.

West Coast Community Surveys. *California Drug Abuse Education Questionnaire.*

A copy of the instrument may be examined in: Brayer, H. O., & Others. *A comparative analysis of drug use and its relationship to certain attitudes, values, and cognitive knowledge on drugs between eighth and eleventh grade students in the Coronado Unified School District.* 1970, 110 p. (ED 052 922; MF and HC available from EDRS).

Assesses drug use practices, knowledge, and attitudes in junior and senior high school students. The *Questionnaire* was prepared for use by the California State Department of Education. The 109 multiple choice items (5 are samples) deal with personal and demographic data, extracurricular activities, the "generation gap," drug use practices, use history, availability of drugs, attitudes toward drug use, reasons for use/non-use, drug knowledge, attitudes toward drug laws, and views on drug education. The instrument has a knowledge subscore. The *Questionnaire* is untimed, group administered, and may be given by the classroom teacher. Item response data and detailed findings for samples of Coronado (California) students are reported. No other technical data was available for review.

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